

# Romania

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## National context

### Population, economic and social characteristics

#### Brief description

Population According to preliminary data from 2011 census, Romania's population is 19,042,936 [1]. Like other countries in the region, its population is expected to gradually decline in the coming years as a result of sub-replacement fertility rates. In October 2011 Romanians made up 88.6% of the population.

Distribution of the ages, sex and provenience

million inhabitants

|                                 | 2008 | 2009 | 2010 | 2011 |
|---------------------------------|------|------|------|------|
| <b>Total<sup>1</sup></b>        | 21,5 | 21,5 | 21,4 | 21,4 |
| <b>Distribution of sex</b>      |      |      |      |      |
| Males                           | 10,5 | 10,5 | 10,4 | 10,4 |
| Women                           | 11,0 | 11,0 | 11,0 | 11,0 |
| <b>Distribution of the ages</b> |      |      |      |      |
| 0-14 years                      | 3,3  | 3,2  | 3,2  | 3,2  |
| 15-59 years                     | 14,0 | 14,0 | 13,8 | 13,8 |
| > 60 years                      | 4,2  | 4,3  | 4,4  | 4,4  |

<sup>1</sup> Dates for year 2008, 2009 and 2010 are at 1th of July, and dates for year 2011, at 1th of January

| Distribution of provenience |      |      |      |      |
|-----------------------------|------|------|------|------|
| Urban                       | 11,8 | 11,8 | 11,8 | 11,8 |
| Rural                       | 9,7  | 9,7  | 9,6  | 9,6  |

Romania recorded in 2002 - 2011 the most drastic population decline across the European Union. From 21,680,974 inhabitants in 2002 to 19,042,936 people in 2011, meaning a decline of 12%. The total population of Romania is expected to decline significantly by almost 16% until 2050 as a result of low birth rates and a high level of net emigration [2].

Romanian citizens with foreign domicile:

|               | 2008 | 2009 | 2010 |
|---------------|------|------|------|
| <b>Total</b>  |      |      |      |
| <b>By age</b> |      |      |      |
| < 18 year     | 1214 | 1316 | 1062 |
| 18-40 year    | 5829 | 6621 | 5029 |
| 41-60 year    | 1419 | 1915 | 1562 |
| > 61 year     | 277  | 359  | 253  |

## Economy

Romania has a developing, upper-middle income market economy, the 11th largest in the European Union by total nominal GDP and the 8th largest based on purchasing power parity [3].

Romania entered the 1990s a relatively poor country by European standards, largely a result of the failed economic policies of Nicolae Ceaușescu in the 1970s and of the failures of privatization in Romania during the 1990s, which decreased the GDP by almost 50% and ruined the industry because of corruption. Until 2009, Romanian economic growth was among the fastest in Europe (officially 8.4% in 2008 and more than three times the EU average) [<http://www.balkaninsight.com/en/page/romania-home>]. The country is a regional leader in multiple fields, such as IT and motor vehicle production. Bucharest, the capital city is one of the largest financial and industrial centres in Eastern Europe. Romania was heavily affected by the global financial downturn and gross domestic product contracted by 7.2% in 2009 [4], forcing the government to enact harsh austerity measures and borrow heavily from the IMF [5]. The country's economic contraction continued in 2010 at a rate of 1.2%, however the GDP grew again in 2011 by 2.2% and continued grow in 2012 by 0.7%. Forecasts predict a further growth of 1.6% in 2013 and 2.2% in 2014 [6]. According to Eurostat data, the Romanian PPS GDP per capita stood at 46% of the EU average in 2010 [7]. In March 2013, the net average monthly wage in the country was €387 - one of the lowest in the EU. Inflation in 2010 was 6.1% [8]. Unemployment in Romania was at 7% in 2012 [9], which is very low compared to other middle-sized or large European countries such as Poland, France and Spain. General government gross debt is also comparatively low, at 37.8% of GDP, and the government budget deficit is at -2.7%.

## **Social security**

The unemployment rate in Romania has been relatively low in recent years and stands at around 5% in 2011 [\[10\]](#). In the late 2000s, nearly 10% of the population were in absolute poverty and of these, 90% live in rural areas. By the first quarter of 2011, the average monthly household income is 2,318 lei (equivalent to approximately €532). The difference between countryside and urban area may vary; the income is 36% higher in the urban areas than in the countryside. The minimum monthly guaranteed income is 750 lei (€172). In 2010, the average monthly pension in Romania was 734 lei, or €170 [\[11\]](#). The current average retirement age is 63 years for women and 65 years for men. Many of the Romani people in Romania have no identity cards and are therefore excluded from the social benefit systems, schools and health care. Social welfare in Romania is coordinated by the Romanian Ministry of Labor, Family and Social Protection. The system is funded by the taxpayers. There are roughly 50 types of welfare a Romanian citizen can receive. At the moment, it is estimated that 5.9 million Romanians (or half of the active population) are being given a form of welfare. In 2012, the budget granted for the social welfare was of 13.93 billion RON.

## **Description of the types of education and training (formal and informal) that occur in a country**

### **Brief description**

The Romanian educational system is based on a tuition-free, egalitarian system. Access to free education is guaranteed by Article 32 in the Constitution of Romania [\[12\]](#). Kindergarten is optional under the age of six. At the age of six, children must join the "preparatory school year", which is mandatory in order to enter the first grade. Schooling starts at the age of seven, and is compulsory until the tenth grade (which corresponds with the age of sixteen or seventeen). The school educational cycle ends in the twelfth grade, when students graduate the baccalaureate. Higher education is aligned onto the European Higher Education Area.

### *Pre-higher education*

Duration of compulsory education: Age of entry: 6-7 Age of exit: 16-17

Structure of school system:

### **Primary**

Type of school providing this education: Primary School

Length of program in years: 4

Age level from: 6/7 to 10/11

### **Lower Secondary**

Type of school providing this education: Gymnasium + Lower cycle of high school or Gymnasium + "arts and trade schools" (vocational) - Grades 5 to 10

Length of program in years: 6

Age level from: 10/11 to 16/17

Certificate/diploma awarded: Capacity Certificate

### **Upper Secondary**

Type of school providing this education: Upper cycle of high school, Grades 11-12 or 13

Length of program in years: 3

Age level from: 16/17 to 19/20

Certificate/diploma awarded: Baccalaureate Diploma

### **Vocational**

Type of school providing this education: Professional School

Length of program in years: 2

Age level from: 14/15 to 16/17

Certificate/diploma awarded: Graduation Certificate

### **Vocational**

Type of school providing this education: Specialty High School

Length of program in years: 4

Age level from: 14/15 to 18/19

Certificate/diploma awarded: Baccalaureate Diploma + Vocational Certificate

### **Specialized Technical/ Vocational**

Type of school providing this education: Post-secondary

School Length of program in years: 3

Age level from: 18/19 to 21/22

Certificate/diploma awarded: Graduation Diploma of Post-secondary School

**Secondary education** consists in:

- 1) lower secondary school education organized in Gymnasium for grades 5 to 8 and Lower cycle of High School or Arts and trades schools (vocational) for grades 9 and 10.
- 2) Upper secondary school education organized in Upper cycle of High School for grades 11, 12 and 13 followed, if necessary, by an additional high school year for those who want to move from vocational training (grade 10) to upper secondary school education. High school education (lower cycle of high school and upper secondary school education) offers three different orientations (academic, technological, specialization).

## **HIGHER EDUCATION**

Higher education in Romania is offered in both public and private higher education institutions. These include universities, academies and colleges organized in specialized departments. In accordance with its objectives, university education comprises: short university education offered by university colleges (3 years), long university education (4 to 6 years) and postgraduate university education (1 to 2 years). Public higher education institutions are coordinated by the Ministry of Education and Research. University autonomy is fully guaranteed. Private higher education is an alternative to public education. It is subject to an accreditation process. Accredited private institutions may obtain state support.

### **University level studies**

*University level first stage: Graduation Diploma; Bachelor Degree Diploma.*

The first stage of university-level study comprises short-term (3 years) or long-term diplomas (4 to 6 years, according to the field of study).

*University level second stage: Postgraduate Diploma; Master; Specialization.*

The second stage is composed of diplomas awarded after one to two years of studies which may include research work.

*University level third stage: Doctoral studies*

The Doctorate in Romania is the highest postgraduate stage of professional specialization and lasts for 4 - 6 years. There is only one type of Doctorate. Doctoral studies can be carried out either in full-time courses (up to four years) or in extra-mural courses (up to six years). Extra-mural courses can also be offered in main foreign languages. Candidates who have passed the examination for the Doctor's Degree (Doctorate) are awarded the Doctor of Science Diploma (PhD).

## **Practices and organisations**

Practices and organisations (universities, institutions providing teacher training, teachers' unions) dealing with key competencies in LLL, ICT in the learning process, creativity and innovation, intercultural learning skills, education policies and teacher training.

### **Teacher education**

*Training of pre-primary and primary/ basic school teachers*

Pre-primary teachers and primary school teachers are trained in pedagogical high schools.

*Training of secondary school teachers*

Secondary-school teachers for lower secondary education need a degree from short term higher education and Secondary-school teachers for upper secondary a degree from long term higher education. All the above mentioned categories of teachers must have completed the pedagogical module (during university courses or at least 5 years after graduation) and the special training programmes corresponding to each qualification.

### *Training of higher education teachers*

Higher education teachers (tutors, assistant lecturers, associate lecturers, associate professors, professors and consultants) are appointed on a competitive basis from among graduates of higher education institutions who have demonstrated outstanding teaching and research qualities. Most candidates seeking positions as teachers in higher education are engaged in or have completed doctoral studies. Possession of a Doctor's Degree is compulsory for senior appointments such as lecturers and professors. Assistants should be Ph.D. candidates.

### **Management and Other Education Staff**

*The management positions in Pre-academic education are as follows:*

- Management positions in educational institutions: head and deputy head;

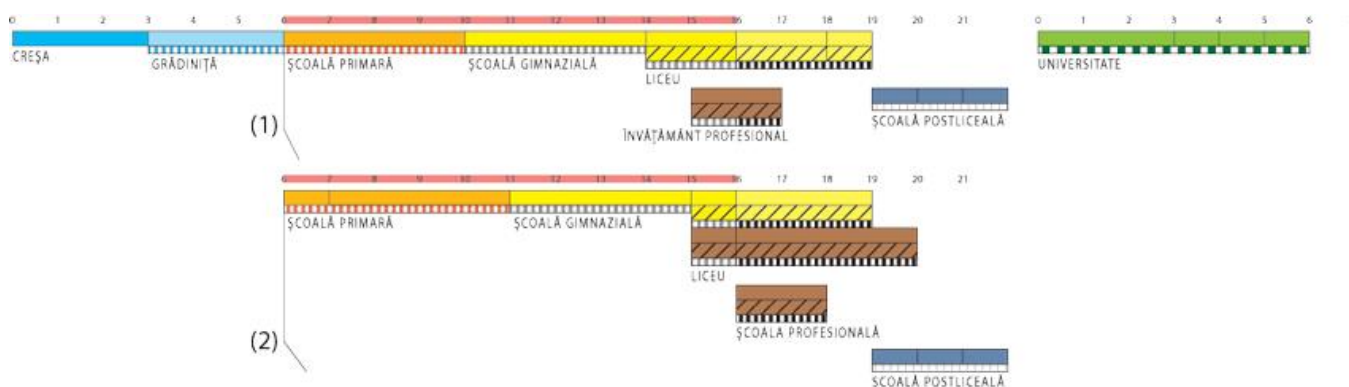
The management positions head and deputy head can be occupied by permanent teachers with at least didactic grade II and 5 years seniority in education, distinguished for their professional, managerial and moral qualities. Appointment for the head and deputy head positions is based on open competitions organised by the County School Inspectorates (open recruitment procedure).

*Management positions in higher education are as follows:*

- Head of the chair;
- Director of the department;
- Faculty dean and pro-dean; director of the university college;
- Rector and pro-rector of the higher education institution.

According to the provisions of law, all management structures and management positions in higher education are elected through secret suffrage for a 4-year period. Candidates are expected to have distinguished professional, managerial and moral qualities and to hold high teaching positions in the academic hierarchy.

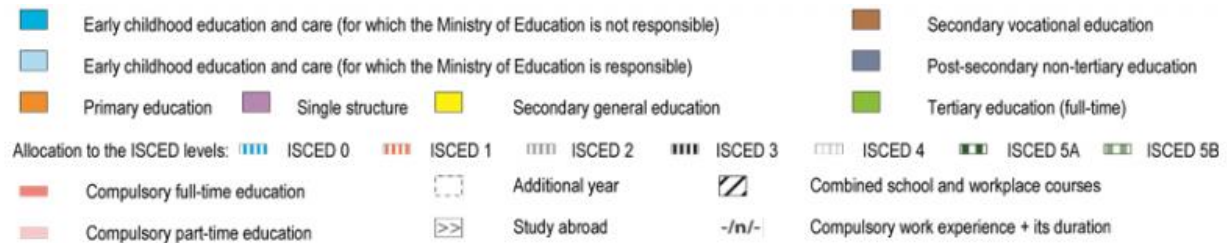
## Structure of the national education system 2012/13



Note: 2012/13 is a transition year.

(1) System being phased out for the students enrolled from the 9th grade of secondary education upwards.

(2) New system being phased in whereby pupils aged 6 enter the preparatory year of primary education.



## CONTINUED PROFESSIONAL DEVELOPMENT [13]

### Financing vocational training

In 1995, the budget for vocational education and training (provided within the frame of the formal education system) was 0.52% of GDP. The main source of financing is the central budget. Local public administrations also contribute to building, repairing and maintaining schools. Continuing training of the unemployed is financed by the Ministry of Labour and Social Protection out of the Employment Fund, made up largely of employers' contributions (5% of their overall gross payroll costs) and employees (1% of their gross salaries). About 20% of the fund is used for continuing training of the unemployed. Budget subsidies also contribute to cover funding gaps.

### Continuing vocational training (CVT)

Training activities are planned on the basis of an annual national framework programme which brings programmes developed by each county. Continuing training courses are organised within County Training, Re-training and Further Training Centres, schools or other training units. The new government planned a rapid restructuring of the economy which is expected to increase unemployment. Therefore, it also plans to support training for the workers who will become redundant and promote the training of the employed in order to adapt their skills to the new requirements of the economy.

The CVT system consists of:

- Nationally regulated CVT system, with two branches:

  - o formal CVT (sub)system, consisting of CVT providers;

  - o non-formal and informal CVT (sub)system, consisting of competences assessment centres;

- CVT regulated at sector level;

- Non – regulated/ free CVT market.

The fact that the CVT regulation framework is not an integrated one leads to differences regarding the certification/ recognition of the learning outcomes and generates obstacles related to learning/ career pathways. The nationally accredited training providers (formal CVT) and the nationally accredited competences assessment centres (non-formal and informal CVT) deliver nationally recognised certificates (including Europass supplement). These certificates are recognized on the labour market and inside the CVT system (including between the formal subsystem and the non-formal/informal one) and lead to the accumulation of competences/qualifications. But, as affirmed before, these certificates are not recognized by the IVET system.

There are specialized CVT providers set up for responding to a (sub)sector needs; usually these kind of providers are not nationally accredited, but their certificates are recognized by the (sub)sector (for example, National Banking Institute; National Institute for Public Administration, etc.)

There is also a free/ non-regulated CVT market; some of the training providers offer courses/ certificates recognized at international/ European level (Microsoft, Cisco, EBC\*L, ECDL, etc.)

The apprenticeship at the workplace is a VET system oriented towards young people (age 16-25) who want to achieve to a qualification (level 1, 2 or 3 from 5). The apprenticeship agreements, signed between young people and accredited/ authorised enterprises, are special work agreements. The duration is of maximum 3 years, and of minimum 6 months (for level 1), 12 months (for level 2), and 24 months (for level 3). The apprenticeship is a training programme alternating theory periods (within accredited/ authorised training providers) and practice on the job.

The Romanian VET system is based on two types of standards - educational and training standards:

- professional training standards (SPP) specific for both VET providers
- iVET and CVET (partially), developed by the TVET National Centre and accessible on the [www.edu.ro](http://www.edu.ro).
- occupational standards (SO), used only by the CVET system, developed by the National Qualifications Authority .These SO have been developed in two ways: till 2003 inside a World Bank financed program/ after 2004 based on the results the Phare 2004, 2005 and 2005 programs. Due to the different program leaders, these two standards categories are not similar, from the structure and assessment criteria. The above mentioned official SOs are accessible on [www.cnfpa.ro](http://www.cnfpa.ro).

Both standards - SPP and SO - categories are structured and based on competences - key competencies, general competencies, specific competencies, evaluation criteria. Opposite to these standards developed the Professional Training Programs finalized by examination sessions.

For the higher education do not exist till now training standards, but for each qualification has been defined a minimal set of professional competencies and transversal competencies. All these qualifications are visible on the RNCIS – National Register of the higher education qualifications ([www.rncis.ro](http://www.rncis.ro)).

## **Policy environment**



Romanian education and vocational training system in Romania adjusts by its various domains and levels, according to economic, social, political and cultural changes identified within the society.

The 2013-2016 Governmental Program, the programmatic European documents in this area (Europe Strategy 2020, ET Framework 2020), the 2007 – 2013 National Development Plan and the 2011 – 2013 National Reform Program constitute the basis of the main strategic guidance of the Ministry of National Education.

The Law of National Education 1/2011 provides the general and unitary legal framework for reaching the national benchmarks in the area of education proposed by the Europe 2020 strategy and, consequently, for the implementation of the measures proposed by The National Reform Programme 2011-2013.

The following general objectives for the areas of education and professional training and scientific research and technological development are concerned:

#### *I. Pre-academic education*

- Ensuring the legal access and increasing participation to education for every child in Romania
- Quality assurance for all levels of education and professional training
- Development of the vocational and technical education; correlating the education and the professional training system with the labour market
- Ensuring and modernizing the material basis of the pre-university education; the use of new technologies
- Appropriate funding assurance of the education and professional training system
- Encouraging the lifelong learning

#### *II. Higher education*

- Ensuring the autonomy of the higher education and of the university research – Self-government, based on a legal framework as wide as possible
- Increasing the competitiveness of the Romanian universities
- Obtaining performance-based funding for the higher education institutions
- Increasing the relevance of university level education for the labour market needs

#### *III. Developing the European and international dimension of the Romanian education*

**The main action directions undertaken resulting from the educational public policies:**

#### *I. Pre-academic education*

- Continuing the social support programs

- Ensuring the conditions for the participation to education for the particular high risk groups
- Establishment of early education and supporting the preparatory class
- Promote education in national minority languages
- Upgrading curriculum - curriculum centred on the key competences
- Achieving relevant evaluations and organizing the national exams and competitions under optimal conditions
- Development of a competitive educational market for the continuous training programs for teachers
- Ensuring the autonomy of decision at school level in partnership with all the stakeholders and assuming the public responsibility
- Supporting the vocational education for class IX graduates
- Promote entrepreneurship
- Modernizing the teaching-learning-evaluation process by means of ITC
- Encouraging the development of new skills/ qualifications; developing of new continuous training programs
- Promoting the concept of educational services for the benefit of the community

## *II. Higher education*

- Guaranteeing the university autonomy, associated with public liability
- Development of real partnerships, networks of cooperation with economic agents, public and private institutions, NGOs, social partners
- Creating an objective and fair environment between higher education institutions
- Achieving adequate and predictable funding for higher education institutions based on performance criteria
- Enhancing the quality assurance criteria
- Focusing the resources by stimulating the university cooperation
- Enhancing the system's monitoring, assessment and the strategic planning capacity
- Compatibility of curriculum and graduates skills with the labour market needs
- Strengthening the internationalization of efforts - valorisation of higher education
- Development of the system of recognition and equivalence

### *III. Developing the European and international dimension of the Romanian education*

- Strengthening the bilateral relations with the EU Member States, the ones from the European Economic Area and the third party states
- Enhancing the cooperation within different international organizations and institutions, in the area of education, professional training and research
- Playing an active part within the regional initiatives of the European Union (e.g. the Strategy for the Danube Area)
- Attracting as many foreign students as possible to study in Romanian higher education institutions
- Supporting the Romanian communities from abroad by continuing the scholarship granting program and the teaching of the Romanian language, culture and civilization lecture in education units of the European Union Member States
- Increasing Romania's role in providing assistance in the education area to other states, in order to achieve the objectives related to the Education for All initiative, supported by the UN and globally coordinated by UNESCO.

Romania faces a major challenge in raising the quality of its education and training system. Early school leaving is a significant challenge. Romania should implement its reforms whilst building up its administrative capacity. Tertiary education should be aligned with the needs of the labour market and improve access for disadvantaged people.

## Policies on key competencies in LLL

Main features of the local, regional and national policy documents and strategies concerning education policies on key competencies in LLL

Key competences are essential in a knowledge society and guarantee more flexibility in the labour force, allowing it to adapt more quickly to constant changes in an increasingly interconnected world. They are also a major factor in innovation, productivity and competitiveness, and they contribute to the motivation and satisfaction of workers and the quality of work.

Key competences should be acquired by:

- young people at the end of their compulsory education and training, equipping them for adult life, particularly for working life, whilst forming a basis for further learning;
- adults throughout their lives, through a process of developing and updating skills.

The acquisition of key competences fits in with the principles of equality and access for all. This reference framework also applies in particular to disadvantaged groups whose educational potential requires support. Examples of such groups include people with low basic skills, early school leavers, the long-term unemployed, people with disabilities, migrants, etc.

Romania strategy concentrates on all of the eight key competences:

- **communication in the mother tongue**, which is the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts;
- **communication in foreign languages**, which involves, in addition to the main skill dimensions of communication in the mother tongue, mediation and intercultural understanding. The level of proficiency depends on several factors and the capacity for listening, speaking, reading and writing;
- **mathematical competence and basic competences in science and technology**. Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations, with the emphasis being placed on process, activity and knowledge. Basic competences in science and technology refer to the mastery, use and application of knowledge and methodologies that explain the natural world. These involve an understanding of the changes caused by human activity and the responsibility of each individual as a citizen;
- **digital competence** involves the confident and critical use of information society technology (IST) and thus basic skills in information and communication technology (ICT);
- **learning to learn** is related to learning, the ability to pursue and organise one's own learning, either individually or in groups, in accordance with one's own needs, and awareness of methods and opportunities;
- **social and civic competences**. Social competence refers to personal, interpersonal and intercultural competence and all forms of behaviour that equip individuals to participate in an

effective and constructive way in social and working life. It is linked to personal and social well-being. An understanding of codes of conduct and customs in the different environments in which individuals operate is essential. Civic competence, and particularly knowledge of social and political concepts and structures (democracy, justice, equality, citizenship and civil rights), equips individuals to engage in active and democratic participation;

- **sense of initiative and entrepreneurship** is the ability to turn ideas into action. It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. The individual is aware of the context of his/her work and is able to seize opportunities that arise. It is the foundation for acquiring more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance;

- **cultural awareness and expression**, which involves appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media (music, performing arts, literature and the visual arts).

## **Policies on ICT in the learning process**

Main features of the local, regional and national policy documents and strategies concerning education policies on ICT in the learning process

According to Eurydice's Key Data on Learning and Innovation through ICT at school in Europe, in Romania there are national strategies covering training measures in ICT in schools. There are central steering documents for all ICT learning objectives at secondary education level only, except for in developing programme skills. In secondary schools ICT is taught as a general tool for other subjects/or as a tool for specific tasks in other subjects, is included within technology as a subject, and as is taught as a separate subject, but is not included at primary school level. At primary and secondary education level recommendations or suggestions are provided in the ICT hardware areas of e-book readers, and computers projectors or beamers where support is also provided, and for ICT software where recommendation or suggestions and are made for multimedia applications, communication software, and for office applications and digital resources, where in addition support is provided.

## **Policies on creativity and innovation**

Main features of the local, regional and national policy documents and strategies concerning education policies on creativity and innovation

Innovation is mentioned as one of the main focus areas of the Romanian government. However, there is no vision behind the innovation message. However, the stakeholders involved in education at all levels, organise specific events on the theme, like "Creativity and innovation in the education" Symposia, on subjects like: "Enhancing innovation and creativity, including entrepreneurship, at all levels of education and training", "Creativity, innovation and technology transfer", etc..

## **Policies on intercultural learning skills**

Main features of the local, regional and national policy documents and strategies concerning education policies on intercultural learning skills

Although Romania, as in fact the entire Balkan area, has always been an ethnic and cultural mosaic, concern for intercultural education is recent. In 2007, the intercultural education was introduced in secondary school curriculum, but only as an optional subject. The public policies in Romania regarding intercultural learning skills comprise the equal access to quality education and training, including education in minority languages, but the actions made by the authorities in this regard are quite scarce and timid.

## **Level and kind of investment**

What level and kind of investment is currently being deployed into key competencies in LLL, ICT in the learning process, creativity and innovation, intercultural learning skills?

In this moment, the Romanian government invests less than 5% GDP for education. In total, in 2011 and/or 2012, cuts in education budget were made in twenty countries for which data are available. Cuts of more than 5 % were observed in several countries, including Romania.

## **Strategic objectives**

What strategic objectives are attributed to key competencies in LLL, ICT in the learning process, creativity and innovation, intercultural learning skills?

What strategic objectives are attributed to key competencies in LLL, ICT in the learning process, creativity and innovation, intercultural learning skills? Strategic objectives of Romanian government: - Basic digital skills training for Romanian citizens with emphasis on disadvantaged groups (people aged 3, persons with disabilities, etc.). - Supporting innovative methods of integrating Web 2.0 educational resources and open educational resources in the process of learning - Ensuring social equity policies - Enhancing innovation and creativity, including entrepreneurship, at all levels of education and training.

## **Link to other policy agenda's**

How is key competencies in LLL, ICT in the learning process, creativity and innovation, intercultural learning skills linked to other policy agendas?

## **Past and current initiatives and projects in Schools**

1. " *ENSELQUAL - The teacher's role in the "triangle" of quality: student-teacher-school external quality assessment* "

Type of project: mobility project

Objectives of project:

- o development of specific external quality assessment activities skills provided by a school education

- o learning new methods and techniques to identify the direct relationship established between quality of teaching and the quality of the school of origin, useful for external evaluator activity

- o review of the work tools (reports and fact sheets) used in the external evaluation

General assessment of this project: increased the expert body's ability of quality assessment provided by an educational institution with modern methods and practices, non-bureaucratic, with emphasis on the role of the teacher in providing quality

## 2. *"Development of the national management and quality assurance in secondary education"*

Type of project: OSP HRD strategic

Objectives of project:

- o developing standards and methodologies for each level and form of education
- o professionalization of the personal involved in the management and quality assurance

## 3. *"QUALVET@RO - Capacity Building for the Romanian NRP: Promoting Quality"*

The QUALVET@RO Romanian project is elaborating and piloting a communication strategy in order to implement at national level the EQAVET Recommendation, the policies and the instruments elaborated within the EQAVET Network. The European tools as EQF, ECVET and EQAVET seem to be not very well known. That is why the project team worked on ensuring a proper dissemination of information regarding these EU tools. At the same time closer cooperation structures among stakeholders – mainly with the social partners were set up. Thereby, a Communication Strategy and tools aiming to improve communication with all stakeholders and the dissemination of the European policies regarding quality in VET was developed and elaborated. As one of the remarks “at grassroots” level on the information provided at European level, was that information is often available in English, French or German, but not in the Romanian language. In order to promote the use of the EU tools and to bring these tools and policies closer to the potential users, they have to be in users' own language, easy to read and they have to be easy to access. Therefore, a website, bringing together all the relevant information in the field of EQAVET is provided in the Romanian language. Another element of the communication strategy is the organization of regional workshops. This is an important element in creating commitment, as VET providers often have a regional scope. Therefore, expectations in the field of QA might differ from region to region. In the regional workshops, at least 200 representatives of Ministries, governmental agencies and other public bodies at national and regional levels were involved. The workshops were organized to start the discussion on Quality Assurance and the EQAVET framework in particular, to raise awareness and to define the needs for implementation and further development from regional points of view.

- Objectives of project
- General assessment of this project